



RAFFLES
INTERNATIONAL
SCHOOL

Towards Excellence

English as an Additional Language (EAL) Policy

Adopted: September 2014

Revised/Amended: September 2015, September 2016, October 2017

Next review: September 2018

CEO/Board		 Principal
 Head of Primary School	 Head of Secondary School	Other relevant staff

Distribution List:

- CEO/ Board
- Principal
- Section Heads
- Academic Staff
- Parents



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School Vision, Mission and Core Values

Our Vision

Providing world-class education

Our Mission

To empower students with a holistic, rigorous and international education for success in an ever changing world

Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Mission statement

This policy aims to raise awareness of the school's commitment and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) to raise pupil achievement.

EAL pupils in Raffles International School and support

For the purpose of identifying and providing the appropriate support to our EAL pupils, they have been classified into three different types of EAL learners:

1. **EAL Learners** – English as an Additional Language Learners.

These children have no English or very limited English skills. They are new to English or early in the stages of English acquisition. They are working towards A1 on the Council of Europe's Common European Framework of Reference for Languages (CEFR). This means that they are at the start of acquiring language skills to understand basic instructions or take part in a basic factual conversation on a predictable topic. Their speaking and listening skills are so limited that these children are the primary focus of the EAL support teachers. In addition, their reading skills are weak so they find it difficult to read and understand short texts, instructions or information. They also need support in writing to form words, write simple sentences and take notes.

EAL children are assessed through observations and Cambridge EAL tests. EAL pupils are provided with a minimum of two fifty-five minute lessons a week. They are also invited to a Co-curricular EAL intervention once a week.



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2. EALB Learners – English as an Additional Language Basic Users.

These children are more proficient than the EAL children of Raffles International School; however, they are still basic users of English. These children are either A1 or A2 on the CEFR. They are becoming familiar or becoming competent in speaking and listening, but may need more work on reading, writing and the use of English. They still need support to access the curriculum and become independent users of English.

EALB children are assessed through observations and Cambridge EAL tests. EALB pupils are provided two fifty-five minute lessons a week.

All EAL and EALB students are supported in one (or a combination) of the following modes for a period deemed appropriate for supporting English language development:

1. In-class: EAL support teacher works with individuals/small groups to accomplish tasks set in a lesson.
2. Withdrawal: individuals/small groups complete tasks similar to those in mainstream class but adapted to the linguistic level of the pupil.
3. Withdrawal: individuals/small groups are given English language lessons using EAL pedagogy. This is intensive EAL support aimed at accelerating acquisition.

EALB pupils in Years 3 to 10 who excel during the initial language assessments (YLE, KET, PET or IGCSE ESL) are placed into a subset of EALB named EALB+. EALB+ pupils have acquired a level of English which allows them to learn an MFL. Furthermore, these children require less support than the EAL or EALB pupils, but will be closely monitored by the homeroom or subject teachers.

Specialist EAL support teachers can contribute to English language development in other ways such as:

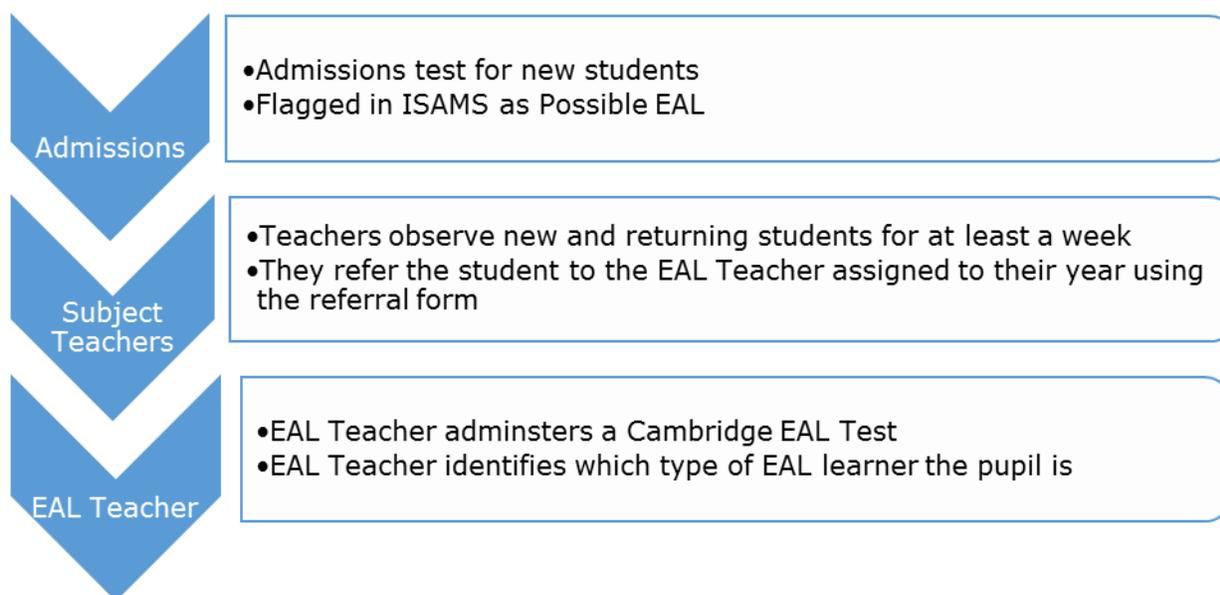
- Advising and supporting class teachers in selecting and adapting resources to address the needs of EAL pupils;
- Informing teachers about second language learning theories and methodology; (INSET and on a one-to-one basis);
- Informing parents/caregivers on ways to enrich their child's English language learning outside the school's environment.

EALI Learners – English as an Additional Language – Independent User.

These are all the other children in the school whose first or home language is not English. Although, technically they speak English as an additional language, they are not referred to by an EAL or EALB label in the same manner as the above-mentioned children. These children may speak English almost as easily as their first language or they may be considered to be either becoming fluent or fluent users of English. EALI children learn an MFL. They are assessed using the same procedure as native English speakers.



Identifying EAL, EALB and EALB+ Learners



Cambridge EAL Identification Tests

Year	Test	CEFR Level
Year 1 and 2	YLE Starters	Pre-A1
Year 3	YLE Movers	A1
Year 4 and 5	YLE Flyers	A2
Year 6 and 7	KET	A1-B1
Year 8 and 9	PET	A2-B2
Year 10	IGCSE ESL	A2-C2
Year 11	IGCSE ESL	A2-C2





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Assessment

- All EAL pupils are entitled to assessments as required.
- Assessment focus is on the 5 aspects of language learning set out in the Cambridge Primary and Secondary English as a Second Language Curriculum: Listening, Speaking, Reading, Writing and Use of English.
- EAL children are assessed regularly through both formative and summative assessments to inform planning and set targets.
- A band of 0-6 is used to monitor the children's progression and attainment according to the objectives achieved according to their stage of development.
- The children are expected to make at least 2 bands progress over the year. Any child in Primary who achieve a band of over 4 exits the EAL programme.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.
- The Cambridge English as a second language curriculum as well as IGCSE ESL curriculum benchmarks are used to assess and track pupils' learning, inform planning and set targets.
- Staff have regular liaison time to discuss pupil progress, needs and targets.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- At the end of the academic year all EAL and EALB pupils in Years 3 to 9 take a Cambridge English as a Second Language Progression test.
- Finally, all EAL pupils in Year 6 and 9 take the Cambridge ESL Checkpoint test at the end of the academic year which meets their needs.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff regularly observe, assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of pupils.
- EAL representatives for each year discuss ways in which to help support EAL learners in their year.



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Key Principles of additional language acquisition

- EAL and EALB pupils are entitled to both the Cambridge Primary and/or Secondary Curricula as well as the Cambridge Primary and/or Secondary English as a Second Language Curricula. Those in Years 10 and 11 are taught using the IGCSE ESL curriculum. All of their teachers, with the exception of Islamic, Arabic and MFL teachers, have a responsibility for teaching English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is central to our identity. Therefore, the home languages of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and use in the school environment wherever possible.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.
- A clear distinction should be made between EAL and Special Educational Needs.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.
- If EAL pupils are identified as Gifted and Talented, they have equal access to the school's provision.

Effective Intervenors for Every Teacher

- Teachers have access to the common drive to use the Effective EAL Strategies document. At least one strategy is evidenced in their planning and lessons.
- Classroom activities have clear learning objectives and use appropriate materials and support to enable pupils to participate in lessons.
- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- There is a balanced focus on receptive (reading, listening, viewing) and productive (speaking, writing) skills in English.



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- Pupils have access to effective staff and peer models of spoken language.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration and use of gesture.
- Additional verbal support is provided, e.g. repetition, modelling and peer support.
- Use is made of collaborative activities that involve purposeful talk and encourage and support active participation.
- Where possible, learning progression moves from the concrete to the abstract.
- Discussion is provided before, during and after reading and writing activities.
- Scaffolding is provided for language and learning, e.g. talk frames, writing frames.
- Providing opportunities for pupils to practise authentic language in a variety of contexts so as to gain insights into how English operates as a linguistic system is necessary.
- Exposing pupils to a level of language that is comprehensible but higher than the level of language that a pupil can produce (Vygotsky's Zone of Proximal Development) is required.
- Providing opportunities for pupils to draw on their knowledge of their home language to talk about and reflect on their English language learning is encouraged.
- Integrating ICT with EAL learning.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- Providing a welcoming induction process for newly arrived pupils and their families/carers.
- Using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic and cultural background of pupils and establishing contact with wider community where possible.
- Celebrating and acknowledging the achievements of EAL pupils in the wider community.
- Recognising and encouraging the use of first language.
- Helping parents understand how they can support their children at home, especially by continuing the development of their first language.
- Inviting parents to help in the classroom and encouraging the use of the EAL learners' first language.

Policy Review

This policy is to be reviewed annually; any deficiencies or weaknesses in EAL Policy arrangements will be remedied without delay.